

SC Annual School Report Card Summary

Skyland Elementary
Greenville County
Grades: PK-5 Enrollment: 635
Principal: Dr. Carolyn J. Styles
Superintendent: Mr. Burke Royster
Board Chair: Mr. Chuck Saylor

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM	
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator
2013	Excellent	Excellent	TBD	TBD	A	N/A
2012	Excellent	Excellent	Gold	Silver	B	N/A
2011	Excellent	Excellent	Gold	N/A	Met	N/A

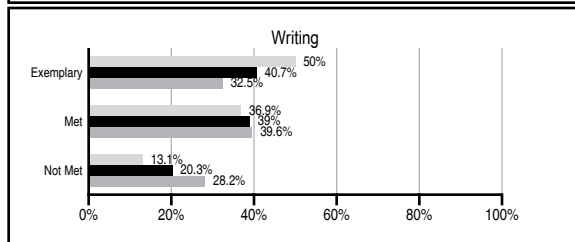
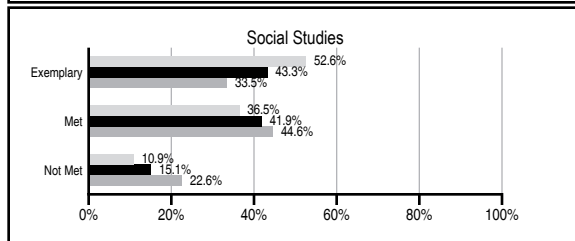
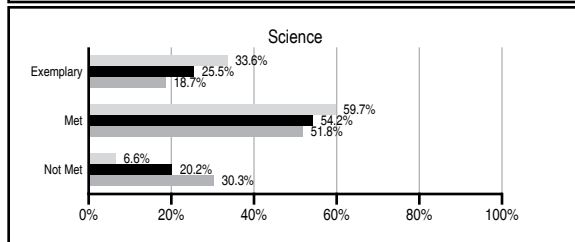
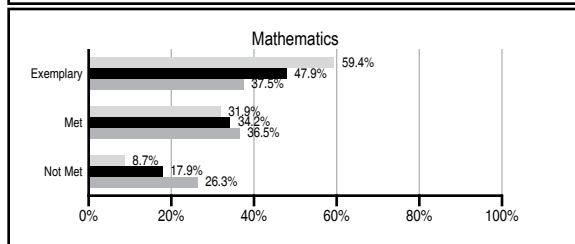
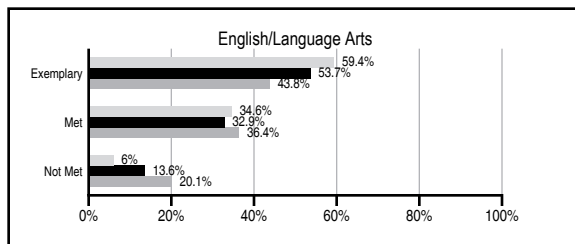
ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
39	22	4	0	0

* Ratings are calculated with data available by 11/07/2013. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

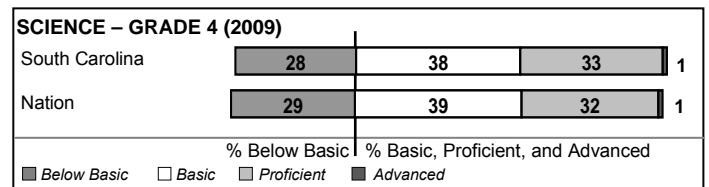
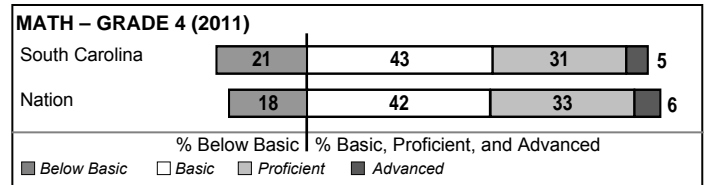
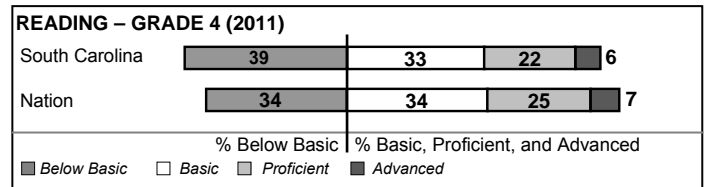
PASS PERFORMANCE

Our School Elementary Schools with Students Like Ours Elementary schools statewide



NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

Skyland Elementary [Greenville County]

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=635)				
Retention rate	1.1%	Up from 0.3%	0.9%	0.9%
Attendance rate	96.5%	Down from 96.9%	96.7%	96.3%
Served by gifted and talented program	9.0%	N/A	10.5%	7.2%
With disabilities	10.4%	N/A	11.3%	12.4%
Older than usual for grade	1.2%	N/A	1.4%	1.9%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	62.5%	Down from 66.7%	64.4%	62.5%
Continuing contract teachers	82.5%	Up from 76.9%	82.2%	83.3%
Teachers returning from previous year	91.2%	Up from 87.5%	89.7%	88.3%
Teacher attendance rate	96.8%	Up from 96.7%	95.2%	95.0%
Average teacher salary*	\$49,932	Down 0.2%	\$49,245	\$48,193
Classes not taught by highly qualified teachers	0.0%	No Change	0.0%	0.0%
Professional development days/teacher	10.7 days	Up from 10.3 days	11.0 days	11.0 days
School				
Principal's years at school	18.0	Up from 17.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Down from 21.4 to 1	20.9 to 1	20.1 to 1
Prime instructional time	92.9%	Down from 93.1%	90.7%	90.0%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,185	Up 7.1%	\$6,694	\$7,364
Percent of expenditures for instruction**	67.0%	Down from 68.4%	69.0%	68.0%
Percent of expenditures for teacher salaries**	66.0%	Down from 67.5%	67.5%	66.0%
ESEA composite index score	100.0	Up from 85.8	91.7	88.0

* Length of contract = 185+ days.
** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	40	96	41
Percent satisfied with learning environment	100%	94.8%	95.1%
Percent satisfied with social and physical environment	100%	92.7%	92.7%
Percent satisfied with school-home relations	97.5%	94.8%	90.2%

*Only students at the highest elementary school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In compliance with the Education Improvement Act of 1984, the Annual Report to the Community is written and reported each year to keep parents and community members informed regarding the progress the school is making in meeting school and district goals and objectives. This report was developed by our School Improvement Council (SIC), which consists of administrators, teachers, parents, and community business representatives. The SIC works closely with the principal in examining the school's annual standardized testing data and setting goals that focus on specific areas of strength and weakness. Teacher, parent, and student survey data is also examined by the SIC to determine internal and external perceptions regarding the overall school operations. Utilizing this information, a plan for improvement is established each year.

As a result of our improvement plan, Skyland students continue to make steady academic gains on state-wide student achievement tests, earning us the coveted State Department of Education Palmetto Gold Award. We contribute much of our success to several long-term initiatives including a focus on student data, teacher collaboration, teacher professional development that fosters academic success for all students, and early intervention measures at the primary level. However, we acknowledge that these initiatives would be meaningless without an outstanding team of dedicated teaching professionals who are committed to the implementation of these initiatives. Skyland takes pride in building and maintaining a highly-qualified and skilled teaching staff who works tirelessly to support student academic achievement.

Along with continued student success, it should also be noted that Skyland's academic performance exceeded the state's expectations based on the ESEA Federal Accountability Rating System. (The Elementary and Secondary Education Act (ESEA) as reauthorized by the No Child Left Behind Act requires states to hold schools accountable for their performance. Historically, this has been done through the use of the Adequate Yearly Progress (AYP) measurement.) In addition to this tremendous accomplishment, our PTA and Business in Education Partners continue to provide strong financial, educational, and moral support to our school. To date, Skyland benefits from over 40 business education partnerships and over 16,000 PTA volunteer hours. We appreciate the PTA and all of the community businesses that contribute so generously to our school. There is no doubt that their active participation is also a contributing factor to our school's success.

In closing, we would like to express our gratitude to you for being an integral part of our team at Skyland Elementary. Building a school of excellence requires teamwork. Please join us in acknowledging Skyland's dedicated teachers, staff, business partners, and volunteers who give selflessly to ensure that every child succeeds. Skyland Elementary continues to provide quality education in "a place where children flourish."

Dr. Carolyn Styles, Principal
Kenna Brannon, SIC Chair